

In the final two chapters of the book, the reader gains insight into Irish transnationalism from two different perspectives. Through an interdisciplinary approach, Charlotte Beyer writes about individual child migrant characters from Ireland in chapter eleven, “‘Hungry Ghosts’: Kirsty Murray’s Irish-Australian Children of the Wind Series”. Patricia Kennon writes about the early 21st-century migration boom into Ireland in chapter twelve, “Building Bridges to Intercultural Understanding: The Other in Contemporary Irish Children’s Literature”. One can see how migrants are received from the perspective of migrants themselves and of those “receiving” and perceiving the migrants.

Internationalism in Children’s Series provides a good overview of how the view on “otherness” and differences between people has changed through time, and that it is still in the process of change. The book provides its reader with an understanding of the concept of internationalism with the help of several authors and their analyses of book series for children. It also shows that authors of the mentioned book series, from the 19th century onwards, have often attempted to encourage kinship between the intended reader and the “others”, different cultures and peoples, which often had the opposite effect of creating a gap because it intensified the “otherness”. In the introductory chapter, Karen Sands-O’Connor points out that the authors and publishers of the analysed series agree that one of the keys to get children interested in the world is letting them know there are others like them. One must not forget, though, that it might also be important to sensitise children to accept differences, not only similarities.

The vocabulary of *Internationalism in Children’s Series* is not strictly technical and although there are instances in which one encounters theoretical concepts, the book could quite easily be understandable and interesting to students and the general public. The topic itself is quite appealing and is presented through the eyes of many different authors, providing the reader with plenty of food for thought, perhaps also with a spark of encouragement to explore the topic further.

Mateja Latin Totić

Growing Up

Roberta Seelinger Trites. 2014. *Literary Conceptualizations of Growth: Metaphors and Cognition in Adolescent Literature*. Amsterdam/Philadelphia: John Benjamins Publishing Company. 164 pp. ISBN 978-90-272-0156-0

DOI: 10.21066/carcl.libri.2016-05(01).0012

The concept of growth has always been an important part of children’s and young adult literature. It is mentioned in many ways – some of them are subtle but some are direct. Growth is emphasised, especially in literary works aimed at adolescents. The author claims that by reading novels and watching films that are particularly goal-oriented, the young could just skip enjoying their youth and start focusing on growing up and becoming more mature, thus losing an important part of their lives. Surrounded also by different metaphors of growth, they may later continue to promote adulthood as a goal, which creates a never ending loop. The main question that therefore arises is why this is so. Is growth an idea that must prevail in adolescent literature?

Roberta Seelinger Trites is an Illinois State University professor who has stated her opinion on the idea of growth in adolescent literature more than once. One of her well known books regarding this topic is *Disturbing the Universe: Power and Repression in Adolescent Literature* (1998). In her latest book, *Literary Conceptualizations of Growth*, she critically surveys the concept of growth through the lens of many different theories. The book consists of six chapters in which the author explains her viewpoints using abundant examples. Each chapter also contains a useful short introduction and conclusion.

The author begins the first chapter by distinguishing between the terms “children’s literature”, “adolescent literature” and “*Bildungsroman*”. She mentions many critics and their views and theories connected with these terms. The first part of the first chapter usefully serves to introduce readers to the main ideas and terms of the book, presenting at the same time the findings of other literary critics. In this part, the author clearly states her main interests concerning the topic – novels influenced by the *Bildungsroman*, with insights into the protagonist’s inner growth. The author uses cognitive science, and, more precisely, cognitive linguistics. Trites uses many examples to present an overview of the human mind, cognition and embodied metaphors. She explains the connection between the terms “growing up” and “maturation”. The last part of the first chapter considers some literary examples, such as Mark Twain’s *Adventures of Huckleberry Finn*. The author explains every influential part of the novel and connects it to her own views on the concepts of growth. For example, she takes the example of Huckleberry’s actions (such as helping Jim to escape) to explain his growth from a mischievous boy into a young man ready to help others.

The second chapter, “Sequences, Scripts, and Stereotypical Knowledge” is mainly about the connection between narrative structure and embodiment, which supports the fact that “the interplay between cognition and narratives about maturation is significant” (35). For cognitive narratology, human thought is shaped by both internal and external forces, cognitive and discursive. Consequently, the author explores three main aspects of cognition relevant to growth and maturation in adolescent literature: stereotypical knowledge, sequences and scripts. First of all, there are two ways the human brain deposits repeated physical actions called static and dynamic repertoires. Sequences can be explained as events that happen in a standard order. Scripts are defined as dynamic repertoires of a set/sets of sequences. Stereotypical knowledge can be explained as a routine or a pattern of processes conducted during an action. The author gives many examples to clarify these statements: “We don’t remember every event that happens every time we go to the grocery store, for example, but we do remember the pattern of the grocery store: arriving outside the store, entering the store, getting a shopping cart, etc.” (37). However, there are some authors who deny the importance of stereotypical knowledge. For example, Vladimir Propp believes that the memory of stereotypical knowledge is not essential for readers to perceive/understand its functions. Still, there are authors who present growth in a different way. For instance, in Jay Asher’s 2007 novel *Thirteen Reasons Why*, Hannah (one of the narrators) dies. As Trites claims: “Although authors can rewrite the script with a protagonist who dies, they still cannot escape the overpowering concept in adolescent literature that adolescent embodiment equals the script of psychological growth” (54).

An important part of growth in the life of an adolescent, besides biological factors, is most certainly culture. Culture and embodiment are interrelated in a way that one cannot

fail to spot. And this is the main topic of the third chapter titled “Blending and Cultural Narratives”. Every culture has its own way of treating an adult, a child, an adolescent. To explore this subject, the author addresses novels such as *A Cool Moonlight* by Angela Johnson (2003), Monica Hughes’s *Keeper of the Isis Light* (1980), Neal Shusterman’s *Unwind* (2007), and Meme McDonald and Boori Monty Pryor’s *Njunjul the Sun* (2002). The chapter begins with an explanation of the term “blending”, one of the key concepts of the cognitive approach to literature. Trites claims that the concept of adolescence is a blend of biological, social and religious concepts, economic and educational factors, and, finally, psychological ideas and views.

Chapter four, “Cultural Narratives and the ‘Pixar Maturity Formula’” centres on a case study. Books and movies – especially those aimed at younger audiences – are often filled with examples of prejudice and discrimination. In this chapter, the author focuses on the so-called “Pixar Maturity Formula”, which actually supports the view that women are more mature than men. Unlike Disney movies in which female characters are helpless and in search of their saviour, Pixar movies contain strong female characters who often have to save male characters from themselves and their immature actions. Roberta Trites emphasises the impact of the interrelationship between gender stereotypes and social expectations on children and adolescents as they mature in movies such as *Up* (2009), *Toy Story 3* (2010), *Brave* (2012) and *Monsters University* (2013).

In addition to knowing how our brains function, it is of major importance to take account of some philosophical views on what we actually do with our knowledge. These concerns are precisely the main topic of the fifth chapter, “Epistemology, Ontology, and the Philosophy of Experientialism”. The author claims that our philosophical thoughts and concepts are largely influenced by our experiences and by the ways we categorise ideas. Some of the examples the author uses to introduce the relationship between experientialist philosophy and growth in adolescent literature are Walter Mosley’s *47* (2005) and Sherman Alexie’s *The Absolutely True Diary of a Part-Time Indian* (2007), as well as *Skellig* (1998) and its prequel *My Name is Mina* (2010) by David Almond. Throughout the chapter, the author presents embodied cognition in *Skellig*, and epistemological and ontological issues in the shape of racial construction in connection to maturation.

The last chapter is called “The Hegemony of Growth in Adolescent Literature”, and focuses on growth as a concept that has affected studies of adolescent development, through numerous concepts of growth and their representations by different writers and philosophers. In this chapter, the author states that the concept of growth can be seen in all fields of adolescent and children’s literature. The author proves her point by analysing various metaphoric concepts of growth in history and their connection with the historiography of literature for young adults.

Literary Conceptualizations of Growth is a thought-provoking book. Although it contains some complicated concepts, the author explains them and uses examples to clarify her points. She also relies on previous research and establishes dialogue with previous viewpoints related to her topic. Using many famous and even classic examples of literature, the author explains the influence of literature on growing up for young adults. This book is useful for a wider audience, but especially for scholars, students, teachers and even writers. Teachers should know how to correctly interpret such pieces of literature and help younger

audiences understand them. Writers could realise the indirect influence they have on young adults and bear this in mind in their next works. This study is intriguing and rather provoking, since it makes its audience reconsider their thoughts on maturation and growing up.

Katarina Kokanović

Girlhood in U.S. Media

Sarah Projansky. 2014. *Spectacular Girls: Media Fascination and Celebrity Culture*. New York: New York University Press. 295 pp. ISBN 978-0-8147-2481-1

DOI: 10.21066/carcl.libri.2016-05(01).0013

As mediascape is densely populated with girls, they are, as Sarah Projansky says in her new book, turned into *spectacles* – visual objects on display (5). Projansky claims that all girls are spectacular, but this is not the case in contemporary U.S. media. Some are spectacularised through scandals, others through personal achievements. However, the media offer narrow versions of girlhood, neglecting some aspects such as the importance of race and alternative sexualities. In contemporary media, some girls are more spectacularised than others. In *Spectacular Girls: Media Fascination and Celebrity Culture*, Projansky wants to enlarge the scope of girls considered to be spectacular by drawing our attention to unconventional girlhood. The idea behind this is that ideal girls should not be presented as white blondes who currently dominate the mediascape. The author emphasises how so-called can-do girls are usually presented as white, while “at-risk” girls are portrayed as African Americans. They all exist simultaneously, but the can-do girls are dominant. They gain their idealised status through career, fashion and lifestyle choices. Projansky argues that the spectacularisation of girlhood mostly takes place within celebrity culture.

The main focus of this book is the question of what girlhoods in contemporary U.S. media are if they do not belong to either the adored or the disdained ones. The answer, according to the author, is alternative girls, who do not fit into the can-do/at-risk dichotomy and do not appear in media often. Projansky uses a number of feminist media studies to highlight the presence of that kind of girl in media. One has to think critically about the representation of girls in media and in this book. Critical thinking will enable the reader to decide whether the book provides answers about the representation of alternative girlhood. Ultimately, it leads to raising general awareness of the issue of presenting different kinds of girlhood in media. *Spectacular Girls* is easy to follow due to the author’s organised writing. The key concerns of the book, such as finding alternative girlhoods, are explained in the introduction. It focuses on the relationship between girls and media, and is, as one might expect, related to feminist and media studies. Its starting points are clearly defined and open new issues. In the introduction, the author gives an overview of the history of “girl studies” and clearly and simply defines a “girl” as someone under the age of eighteen. The concluding pages at the end of each chapter and at the end of the book summarise the basic ideas.

Each chapter in the book is partly a case study dealing with different positions of girls, for instance as movie stars in films about girls, on magazine covers, in real-life tragedies and everyday life. Through close analysis of Tatum O’Neal’s emergence as a star during